

Initiatives for Gap Closure

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R.t.I.– Use of data

- ❖ Universal Screeners– STAR, DIBELS Next, Brigance K screener,
- ❖ Intervention Groups– set goals based upon research–progress monitor weekly
- ❖ 3 in a row below, something has to go!– change intervention
- ❖ Hold teachers accountable for growth
- ❖ Bring in Reading and Math consultants from GRREC to assist individual teachers or groups
- ❖ Expect the end of the year to be 80% in Tier 1, 15% in Tier 2 and 5% in Tier 3!
- ❖ Instill expectations in all staff!
- ❖ Sped. students included in progress monitoring meetings for Tier 3 students 3 times per year, reading and math–corrective reading and math

Co-Teaching

- ❖ Annual training for all New Co-Teaching Teams
- ❖ Train administrators in Co-Teaching Approaches
- ❖ Provide for Co-Planning time for **ALL** co-teaching teams
- ❖ Add Co-Teaching approaches to weekly overviews to be turned in to principals
- ❖ Look for variety of Co-Teaching approaches during walk-throughs/immediate feed-back to both teachers via Google docs
- ❖ Apply for and participate in Co-Teaching for Gap Closure Grant through KDE
- ❖ Look for ways to “volunteer” station teaching, and small group teaching approaches

Involve Sped. Teachers in Instruction

- ❖ Special Education Teachers introduce vocabulary for units utilizing foldables
- ❖ Foldables can be used in K–PREP as Prompting and Cueing when needed by student
- ❖ Parallel teach when formative assessment data is used to re-teach or extend lesson
- ❖ Added Earobics– goal all students through Foundations and Connections by end of K
- ❖ Added Math–Wiz during computer lab time grades 1–5
- ❖ Utilize Read 180 and System 44 for 6th–12th grades

Behavioral Interventions

- ❖ S.C.S. are a district wide PBIS district.
- ❖ S.C.S. has implemented Tier 2 and Tier 3 interventions across the district.
- ❖ The PASS program has allowed all students with behavior issues to be served through PASS.
- ❖ Great success as been shown from our Middle School which had a wide discrepancy of suspensions for students with disabilities. For instance one student that I met on last week went from 21 office referrals in 6th grade to 3 office referrals in 8th grade. One EBD student was dismissed from Sped. completely this year in 8th grade. Talk with Kathy Maciel for training.
- ❖ Why Try curriculum has been implemented in conjunction with PASS as the social skills curriculum.

Special Ed Teacher Guided Planning Schedule										Dates Arranged Co-Planning	
Special Ed Teacher	Planning	Regular Ed Teacher		Mtg Rm	Planning Time		Admin	Period	Subject	A Dec. 6	B Nov. 29
Adams, Larissa	1st period	Magers, Leah		Magers	2nd half	8:30-8:55	Brittenham	1st period	Geometry	Weekly	
		Strain, Tammy		Library	1st half	12:00-12:25	Brittenham	4th period	Algebra II	A	
		Fowler, Robin		Fowler	1st half	8:00 - 8:25	Brittenham	1st period	Geometry	A	
Boyd, Miriam	5th period	Gore, Ashley		Gore	1st half	1:00 - 1:25	White	5th period	English 11	Weekly	
		Majors, Leah		Majors			Brittenham		CCR Math		B
		Walker, Sonya		Walker	2nd half	9:30-9:55	White	2nd period	English 9	A	
Cauley, Steve	6th period	Smyth, Joseph		Smyth	1st half	2:00-2:30	Dobbs	6th period	US History	Weekly	
		*Preston, Doug		Preston	1st half	12:10-12:30	Reetzke	4th period	World Civ.	A	
		Dobbs, Adam		Dobbs	2nd half	8:30 - 8:55	Reetzke	1st period	ISS	A	
Gann, Tamara	6th period	Lacy, Linda		Lacy	1st half	2:00-2:25	Brittenham	6th period	Algebra I	Weekly	
		Walters, Julie		Walkter	2nd	9:30-10:00	White	2nd period	English 9		B
		*Leathers, Ed		Leathers	1st half	10:30-10:55	Baugh	3rd period	Biology		B
Rahm, Ed	2nd period	Whitledge, Steven		Whitledge			Reetzke	2nd period	Chemistry	Weekly	
		*Leathers, Ed		Leathers	1st half	11:00-11:30	Reetzke	3rd period	Biology		B
		Harris, Abby		Harris	2nd half	1:30-2:00	Reetzke	5th period	Physics	A	
Wilhite, Matthew	5th period	Arney, Jamie		Arney	2nd half	1:30-1:55	White	5th period	English 11	Weekly	
		Raymer, Allie		Raymer	1st half	10:35-11:00	White	3rd period	English 10		B
		*Preston, Doug			1st half	11:35-12:00	Reetzke	4th period	World Civ.		B

Conduct Chat and Chews

- ❖ After school meetings with sped. staff to share relevant information
- ❖ To set individual goals for K–PREP for each student with disabilities
- ❖ To review data from STAR, DIBELS, and other benchmark assessments
- ❖ To determine needs for upcoming year in terms of trainings
- ❖ To provide training such as IEPs, Transition, etc.
- ❖ To allow all sped. teachers to be involved in content PLCs instead of segregating

Progress Monitoring of GAP students

- ❖ IEPs written for 4 days per week of Co-Teaching
- ❖ The 5th day for progress monitoring of sped., 504s, F/R, A/A, PtGT/ 20 per sped. teacher
- ❖ Documentation of discussions and action steps taken, may meet with student, call parent, etc.
- ❖ Follow up occurs from decisions made
- ❖ Every sped. student in MS and HS reviewed every other week

*Concept from LaRue County Schools

Academic Time

- ❖ 30 minutes of Academic Time is built into the master schedule daily
- ❖ Sped. teachers can pull sped. students for re-teaching, pre-teaching, extended time on assessments, reading or scribing a test
- ❖ All 10–12 students work on CCR– PLAN focus first for Sophomores, then Compass for Srs., Work–Keys for Srs., ACT for Jrs.
- ❖ Freshmen Academy teachers utilize to enrich or re-teach specific academic skills
- ❖ Sped. teachers can also work with students on CCR in small group settings

CCR Spreadsheet

- ❖ All Seniors are listed on Spreadsheet
- ❖ All Juniors are listed on Spreadsheet
- ❖ Results of ACT are recorded, results of ASVAB are recorded, results of COMPASS are recorded (can only be given 2 times), results of Work-keys recorded
- ❖ Career Path recorded, classes taken tracked– 3 in one area, Industry Certificate recorded
- ❖ Parents and Students are showed all the Career Paths that are available through HS
- ❖ Students know where they are and what they need to meet benchmark
- ❖ Board passed requirement 100% required CCR by class of 2014 to graduate

Students Remember:

10% of what they read

20 % of what they hear

30% of what they see

50% of what they see and hear

70% of what they say

90% of what they say and do